
MINUTES

Educational Policy and Programs Committee

Meeting of April 3, 2000

Committee members present Carol Chandler, *Chair*
Monica Lozano, *Vice Chair*
Jacqueline A. Benjamin
Kyo “Paul” Jhin
Roger Schrimp
Howard Welinsky
Guillermo Rodriguez, *ex officio*
Alan S. Arkatov, *ex officio*

Other Commissioners present
Jeff Marston
Kyhl Smeby

Committee members absent Lance Izumi
Andrea Rich

Call to order Committee Chair Chandler called the April 3, 2000 meeting of Educational Policy and Programs Committee to order at 10:51 a.m. in the Benvenuti Building, 1325 J Street, Room 1840, Sacramento, California.

Approval of the minutes The committee voted without dissent to approve the minutes of the February 7, 2000, meeting, as submitted.

Policy for Progress Committee Chair Chandler said the report *Policy for Progress: Reaffirming California Higher Education Accessibility, Affordability, Accountability into the 21st Century* had been revised and was now before the committee for approval. She said she was pleased with staffs’ efforts in improving the document. Chair Rodriguez expressed concurrence.

Executive Director Fox said staff had paid close attention to the changes requested by the commissioners. He thanked Charles Ratliff for his work on the report.

A motion was made and seconded to approve the report. It passed without amendment or dissent.

Teacher Preparation Committee Chair Chandler called upon staff member Beth Graybill to present this item. Commissioner Chandler also introduced Margaret Fortune, Assistant Secre-

tary for Special Programs in the Secretary's Office of Education and Mary Sandy of the Commission on Teacher Credentialing.

Ms. Fortune reviewed the Governor's teacher preparation and recruitment initiatives, focusing on the provisions of SB 1505 by Senator Richards. She cited a report by SRI International that says California will need 30,000 teachers a year for the next decade and SB 1505 would establish five centers for recruiting candidates to fill those slots. This legislation would target recruiting teachers for low-performing schools in regions with highest number of teachers with emergency credentials.

Ms. Fortune said the programs would cost \$188 million and would provide funds to recruit and hire teachers in the target areas. It would also provide additional incentives to teachers who are national board certified. She said the program would create teacher recruitment teams and employ a model from the Commission's Project Pipeline program. This will improve the overall pool of teacher applicants for an area.

Ms. Fortune reviewed other aspects of the bill, including a California Teaching Fellowship, a teaching candidate intern program, changes to streamline the California APLE teacher student-loan forgiveness program, and lifting the earning limitations for retired teachers.

Commissioners, staff, and the presenters had a general discussion about teacher recruitment and covered the following points:

- w The national board certification for teachers is very rigorous.
- w North Carolina is the state with the most teachers with national certification.
- w Teacher retention is a very big problem.

Ms. Sandy said the California Teacher Credentialing Commission (CTC) has been working on teacher credentialing reform for some 10 years. She said CTC's work addresses the issues of retention and the increasing reliance in California on teachers with emergency credentials. She said there are also efforts to smooth the way to credentialing teachers who come from other states; this has been difficult given California's unique teacher credential requirements.

Ms. Sandy reviewed CTC's Beginning Teacher Instruction and Support program for retaining teachers, noting it was based on a study done ten years ago showing that up to 50 percent of those entering the teaching profession leave it within five years. She said completion of the induction program would soon be a requirement for all first- and second-year teachers in the state. She said this systemic reform would help other types of incentive programs for teachers to succeed.

In response to a question from Commissioner Jhin about reciprocity agreement with other states for teacher credentialing, Ms. Sandy explained that California currently has no such agreements but has deemed 18 other states as comparable.

There was a wide-ranging general discussion about several other aspects of teacher training and recruitment. Some of the topics, facts, and opinions included in that conversation were:

- w Existing efforts toward, professional development efforts for teachers;
- w California ranks about tenth among other states in teacher salaries;
- w Efforts to align California's teacher standards with its subject matter requirements;
- w Inclusion in the Governor's initiatives of a proposal to establish middle-school algebra academies;
- w A need for more and better mathematics teachers at the elementary level;
- w Details about how \$132 million is spent by CTC in local development efforts;
- w Accountability measures contained in the Governor's proposals for teacher recruitment;
- w California's requirements for becoming a teacher in various subjects like mathematics; and
- w Many of the operational realities of doing effective recruitment of teachers in various regions around the state.

Commissioner Chandler thanked both representatives for their presentations and asked them to return with an update or request on how the Commission can aid in these efforts.

Recess Committee Chair Chandler recessed the meeting at 11:52 a.m.

Reconvene Commissioner Chandler reconvened the meeting at 1:50 p.m.

Higher education accreditation Commissioner Chandler called upon Ms. Graybill to present the item on higher education accreditation. Ms. Graybill introduced Ralph Wolff, Executive Director of the Senior Commission of the Western Association of Schools and Colleges (WASC), and David Wolf, Executive Director of the WASC Junior Commission. Together, they briefed the commissioners on the role and history of WASC in accrediting higher education institutions, noting that WASC is one of six regional associations in the country concerned with accreditation of higher education. Besides California, the Western region includes Hawaii, Washington, and six former U.S. Trust Territories in the Pacific and includes some 2.25 million students. They explained the WASC accreditation protocol, emphasizing that it accredits an institution as a whole, with an emphasis on institutional integrity and educational quality. WASC reviews of institutions involve both self-study and onsite visits by teams of accreditation volunteers. Reviews can lead to sanctions being imposed on an institution, up to and including de-accreditation. WASC itself is subject to both non-governmental and governmental reviews, including one every five years by U.S. Department of Education.

Among the emerging higher education issues they cited were:

- w Emergence of more private institutions seeking accreditation, while the vast majority of students are at public institutions;
- w Accreditation as the means by which schools obtain access to student financial aid programs;
- w There is a new focus on learning effectiveness;
- w The role of distance education and accreditation;
- w Accreditation is more difficult where consortiums are involved;
- w The likelihood that educational technology is not likely to replace conventional motor and bricks;
- w Emerging protocols for possible regional reciprocity agreements; and
- w The erosion in California in the rigor of oversight in the state-approved proprietary sector and an ongoing need for WASC accredited schools to remain exempt from that process.

Commissioner Smeby expressed ongoing support for the work WASC does and its role in California higher education.

Commissioner Chandler thanked Mr. Wolff and Mr. Wolf for their presentations.

Adjournment Having no further business, Chair Chandler adjourned the committee meeting at 2:59 p.m.
